

<p>COMM 218-09, CRN 40262 Interpersonal Communication 3 credits Communication Linn-Benton Community College 6500 Pacific Blvd. SW Albany, Oregon 97321</p>	<p>Spring Quarter April 6 – June 12, 2020 Instructor: Rosemarie Tillman, Ph.D. Email: tillmar@linnbenton.edu Office: South Santiam Hall, Room 203 Office Hours: by appointment only (held remotely)</p>
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Course Description

This course introduces students to various aspects of the communication process in one-to-one relationships. Emphasis is placed on enhancing personal and professional relationships by expanding knowledge, increasing understanding, and developing practical skills necessary for competent communication.

Learning Outcomes

Successful completion of this course will require achievement of the following:

- Through the Course Examination, you will **identify terms, theories, and key functional areas of interpersonal communication.**
- Through the Ethics Exercises, you will demonstrate awareness of how your worldview guides ethical choices. You will also **analyze, select, and enact appropriate interpersonal communication behaviors based on the interpretation of the context of each exercise.**
- Through the Chapter Discussions, you will **develop and demonstrate an understanding of meta-communication theory, interpersonal communication skills, and identification of important choice points in communication.** Additionally, you will demonstrate improved communication competence.
- Through the “Dear Abby” assignments, you will **apply interpersonal communication research and theory** while demonstrating sufficient critical reading and writing to summarize peer-reviewed research.

Institutional Policies

Academic Honesty

The presentation of another individual’s work as one’s own or the act of seeking unfair academic advantage through cheating, plagiarism or other dishonest means are violations of the College’s “Students Rights and Responsibilities.” Students caught cheating will receive a grade of “F.”

Students with Disabilities

You should meet with your instructor during the first week of class if:

- you have a documented disability and need accommodations,
- your instructor needs to know medical information about you, or
- you need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term in order to receive accommodations. If you believe you may need accommodations, but are not yet registered with CFAR, please go to <http://linnbenton.edu/cfar> for steps on how to apply for services or call 541.917.4789.

Values

Our values serve as the foundation that inspires our actions and unites us as a community. As responsible stewards, we are committed to:

- **Opportunity:** We support the fulfillment of potential in ourselves and each other.
- **Excellence:** We aspire to the highest ideal with honesty and integrity.
- **Inclusiveness:** We honor and embrace the uniqueness of every individual, and promote the free and civil expression of ideas, perspectives and cultures.
- **Learning:** We commit to the lifelong pursuit of knowledge, skills, and abilities to improve our lives and our communities.
- **Engagement:** We openly and actively connect as students, faculty, staff and community.

Prerequisites

College level reading (RD 90) and writing skills (WR 121) are strongly recommended for success in this course.

Required Text

Adler, R.B., Rosenfeld, L.B., & Proctor II, R.F. (2018). *Interplay: The Process of Interpersonal Communication, 14th edition*. New York: Oxford University Press.

Course Policies

This course is an online class. This means that you must regularly login to Moodle. The traditional aspects of the course revolve around reading, assignments, activities, discussions, and participation. The activities and discussions will highlight the reading materials, elaborate on assignments, and prepare you for the Course Examination.

This course is designed to develop your understanding of, and ability to use, interpersonal communication skills, based on this the format is one that is impossible to attain a passing grade without a consistent demonstration of organization, efficiency, and promptness. In other words, you must participate in activities and forums, do the reading, and complete assignments in accordance with the prescribed schedule.

Time does not allow for makeup assignments. No makeup tests, activities, or assignments will be scheduled. If an emergency does occur preventing submission of an assignment and/or the time you had to complete the work was consumed by complete interference that was genuinely beyond your control (e.g. serious and debilitating illness), contact me as soon as possible to discuss negotiation of an adjusted deadline.

The best way to get a passing grade for this course is to submit eight Case Study Analyses, post a “Dear Abby” Question, post a “Dear Abby” Response, complete the multipart examination, lead a Chapter Discussion, and participate in eight Chapter Discussions. This coursework will all be graded. In addition to completing the aforementioned assignments, you are expected to regularly access and participate in the course’s Moodle community.

The best way to get in touch with me is email. On Mondays through Fridays, I tend to check email at least once a day, and I guarantee I will not let forty-eight hours pass without checking and responding to email messages. **The best way to make sure that your email message receives the prompt attention it deserves is to use the email function within the course’s Moodle shell. Moodle tends to experience fewer difficulties with my linnbenton.edu address than other systems do. If you must use another email account, please use your Linn-Benton account.** Please put COMM218 in the subject line of your email. That will ensure I do not lose your email in the flood of other messages I receive. A third option, and least preferred, is to use some other account. If you must resort to this, in addition to including COMM218 in the title, be sure to include the name you are registered in this course under. This will ensure I do not lose or overlook your email message.

Course Assignments

The following are brief descriptions of all graded assignments. Each assignment has more detailed instructions posted in Moodle.

1) *Chapter Discussions*

- *Leading* (lead 1 discussion – 3 questions and at least one comment to each classmate’s response)

As a Discussion Leader you must ask a minimum of three particular question types over a 24-hour period. Your questions should be staggered throughout the day, with each question building on the last in a natural communication style. The question types are theoretical, media specific, and community relevant. Each question must have a clear connection to corresponding chapter content. Additionally, as Discussion Leader, you must comment on at least one response from every classmate for each of the three question types you post. Some Chapter Discussions may have more than one Discussion Leader. You are only responsible for the questions you post, but you should read questions posted by other Discussion Leaders so that you can contribute to a normal discussion flow.

- *Participating* (participate in 8 discussions – minimum of 3 responses to each Discussion Leader)

Beginning the second week of class and ending the tenth week, you will be expected to monitor and contribute to Chapter Discussions. Each Discussion Leader will post a minimum of three questions that you must answer within the 24-hour period that the discussion is scheduled.

2) *Course Examination*

There is one Course Examination. It is broken up into three Exam Parts. Each Exam Part contains twenty questions, and covers chapters from the textbook *plus* any supplements explicitly identified with assigned chapters. You may use the book. You may use any notes you have taken. **You may not use any other human being as a resource as you complete Exam Parts. Consulting another person, whether a classmate or not, constitutes cheating.**

3) *“Dear Abby” Question* (1 – 2 pages)

Write a letter to “Dear Abby” describing a current and ongoing communication situation that leaves room for improvement. It could involve one or more people that you interact with on a regular basis (e.g. friends, bosses, professors, family or church members) and directly ask for guidance and/or help.

4) *“Dear Abby” Response* (2 pages)

After receiving a classmate’s anonymous “Dear Abby” letter, write a response containing at least two pages of feedback. Good feedback will explain how parties in the described situation “should” have reacted, or how they “could” have solved the problem. Try to incorporate in equal measure material from the textbook and an outsider’s perspective.

5) *Ethics Exercises* (8 Case Study Analyses (CSA))

You will read eight case studies and write an analysis of each study. Keep in mind that the purpose of this exercise is to train you to think through ethical dilemmas. An answer that treats the problem as simple and the solution as straightforward has probably missed the point entirely. You must post an analysis of one case study basically every week (starting with the second week of the course). There are four case study options for each week a Case Study Analysis is due. You choose the case study you wish to analyze. After reviewing the PreviewNotes, TargetTerms, CaseParticipants, and case context for all four options, *choose* one case study to analyze. Do not submit postings for more than one case study per week: choose one of the four options and respond only to your chosen option.

6) *Moodle Access* (at least twice weekly)

In order to get the most out of an online course you need to regularly be online. To keep abreast of what is happening in our course community access Moodle a minimum of twice a week. Check announcements, review the syllabus, read course messages, read/view enrichments, and keep an eye on discussions and forums. Not only will these activities make the course easier and more enjoyable, but they will also help you build a strong final grade.

7) *Moodle Participation* (at least once a week)

Posting an assignment, taking a test, participating in a discussion or forum, starting a discussion - doing just about anything within our course community, at least once a week, will help time to fly and your grade to grow.

Points Per Assignment:

1. Chapter Discussions (CD):	180	
➤ Leading (one)		100
➤ Participating (eight)		80
2. Class Exercises and Participation (CEP):	100	
3. Course Examination:	300	
➤ Exam Part (EP) #1 (Chapter 1, 2, 3, & 4)		100
➤ EP #2 (Chapter 5, 6, 7, & 8)		100
➤ EP #3 (Chapter 9, 10, 11, & 12)		100
4. "Dear Abby":	200	
➤ Question (DAQ)		100
➤ Response (DAR)		100
5. Ethic Exercises - Case Study Analyses (CSA):	400	
➤ CSA #1 (Case Study (CS) 1, 2, 3, or 4)		50
➤ CSA #2 (CS 5, 6, 7 or 8)		50
➤ CSA #3 (CS 25, 26, 27, or 28)		50
➤ CSA #4 (CS 33, 34, 35, or 36)		50
➤ CSA #5 (CS 9, 10, 11, or 12)		50
➤ CSA #6 (CS 37, 38, 39, or 40)		50
➤ CSA #7 (CS 13, 14, 15, or 16)		50
➤ CSA #8 (CS 41, 42, 43, or 44)		50
6. Moodle:	150	
➤ Access (MA)		100
➤ Participation (MP)		50

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TOTAL POSSIBLE POINTS:**1330**

The number of points that you have at the end of the term is your final grade. As previously stated, there are no make up assignments, nor are there extra credit assignments. If you review the following grading scale you will see that only 1100 points are needed to secure an A in this class. However there is a possibility of earning 1330 points. That means that the extra credit is built in. If after a few assignments you do not feel you are doing well in the course, contact me for assistance, and plan on putting in a little more effort with remaining assignments.

Grading Scale

For conversion of points to a letter grade please reference the following scale -

A	=	1100 - 1330
B	=	900 - 1099.9
C	=	700 - 899.9
D	=	500 - 699.9
F	=	0 - 499.9

All assignments are due via Moodle by 11:55 pm on the date indicated below.

Course Schedule

Tentative: Subject to Change

<i>Week</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
1.	<i>April 6</i> Welcome Instructor Introduction Syllabus	<i>April 7</i> Course Overview WAYTTC Comm. Guidelines	<i>April 8</i> GAS Activity CD Sign Up	<i>April 9</i> GAS Activity Class Discussion	<i>April 10</i>
2.	<i>April 13</i> CSA #1	<i>April 14</i> Read chapter 1	<i>April 15</i> CD #1	<i>April 16</i> Read chapter 2	<i>April 17</i>
3.	<i>April 20</i> CSA #2	<i>April 21</i> Read chapter 3	<i>April 22</i> CD #2	<i>April 23</i> Read chapter 4	<i>April 24</i>
4.	<i>April 27</i> CSA #3	<i>April 28</i>	<i>April 29</i> CD #3	<i>April 30</i> EP #1	<i>May 1</i> DAQ
5.	<i>May 4</i> CSA #4	<i>May 5</i> Read chapter 5	<i>May 6</i> CD #4	<i>May 7</i> Read chapter 6	<i>May 8</i>
6.	<i>May 11</i> CSA #5	<i>May 12</i> Read chapter 7	<i>May 13</i> CD #5	<i>May 14</i> Read chapter 8	<i>May 15</i>
7.	<i>May 18</i> CSA #6	<i>May 19</i>	<i>May 20</i> CD #6	<i>May 21</i> EP #2	<i>May 22</i>
8.	<i>May 25</i> Holiday – Memorial Day	<i>May 26</i> Read chapter 9	<i>May 27</i> CD #7	<i>May 28</i> Read chapter 10	<i>May 29</i> DAR
9.	<i>June 1</i> CSA #7	<i>June 2</i> Read chapter 11	<i>June 3</i> CD #8	<i>June 4</i> Read chapter 12	<i>June 5</i>
10.	<i>June 8</i> CSA #8	<i>June 9</i>	<i>June 10</i> CD #9	<i>June 11</i> EP #3	<i>June 12</i>

Your Responsibilities And Mine

This is adapted from an article an English professor wrote, under a pen name, which appeared in the June 9, 2006 Chronicle of Higher Education.

Students are **not customers**. Teachers are **not employees**. Students and teachers have **obligations** to each other.

What I expect from you:

- You will treat everyone in the class, including me, with the respect due to all human beings.
- You will attend every class, give your full attention to the material, and conduct yourself in an appropriate manner.
- You will agree to do the work outlined in the syllabus on time.
- You will acknowledge that previous academic preparation (e.g., writing skills) will affect your performance in this course.
- You will acknowledge that *your* perception of effort, by itself, is not enough to justify a distinguished grade.
- You will not plagiarize or otherwise steal the work of others.
- You will not make excuses for your failure to do what you ought.
- You will accept the consequences -- good and bad -- of your actions.

What you can expect from me:

- I will treat you with the respect due to all human beings.
- I will know your name and treat you as an individual.
- I will not discriminate against you on the basis of your identity or your well-informed viewpoints.
- I will manage the class in a professional manner. That may include educating you in appropriate behavior.
- I will prepare carefully for every class.
- I will teach only in areas of my professional expertise. If I do not know something, I will say so.
- I will conduct scholarly research and publication with the aim of making myself a more informed teacher.
- I will pursue the maximum punishment for plagiarism, cheating, and other violations of academic integrity.
- I will keep careful records of your attendance, performance, and progress.
- I will maintain confidentiality concerning your performance.
- I will be honest with you.
- Your grade will reflect the quality of your work and nothing else.
- I am interested in your feedback about the class, but I am more interested in what you learned than how you feel.